

# GRADE LEVEL CONTENT EXPECTATIONS

# 6<sup>PE</sup>

v.09.07

MOTOR SKILLS  
AND MOVEMENT  
PATTERNS

CONTENT  
KNOWLEDGE

FITNESS AND  
PHYSICAL  
ACTIVITY

PERSONAL AND  
SOCIAL  
BEHAVIORS AND  
VALUES

## Welcome to Michigan's K-8 Grade Level Content Expectations

Movement is critical to all aspects of a child's growth and development. Physical education provides unique learning opportunities for students in kindergarten through grade 12 to acquire knowledge, skills, fitness, and attitudes to enhance their quality of life through physical activity.

Physical education is an integral component of the education process. Researchers have shown that students who participate in regular physical education will enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. Regular physical education encourages a positive attitude towards self and others, which is an important factor in creating a healthy learning environment.

Quality physical education programs provide the foundation for healthy, active lifestyles that support all learning and help ensure success in future pursuits. Statistics related to chronic disease, disability and death, health care costs, and quality of life issues clearly illustrate that there are severe problems associated with attending to the intellectual but not the physical being.

### ***A physically educated person who participates in health-enhancing physical activity:***

- demonstrates competence in selected motor skills.
- assesses, achieves, and maintains physical fitness.
- applies cognitive concepts in making wise lifestyle choices.
- exhibits appropriate personal/social character traits while participating in physical activity.



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A comprehensive physical education curriculum should be based on the state's K-12 Physical Education Content Standards and Benchmarks.\* It should be sequential and developmentally appropriate. Outcomes for each grade level should be identified and assessed.

Based on the Michigan State Board of Education Policy on Quality Physical Education, adopted September 25, 2003, a quality physical education program addresses three critical issues: curriculum, instruction and assessment, in conjunction with an opportunity to learn and should include the following:

### ***Curriculum***

- Is aligned with the Michigan K-12 Physical Education Content Standards and Benchmarks.
- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Influences personal and social skill development.

### ***Instruction and Assessment***

- Is taught by a certified physical education teacher trained in best practice physical education methods.
- Aligns curriculum, instruction, and assessment.
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Keeps all students involved in purposeful activity for a majority of the class period.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities and skill levels.

### ***Opportunity to Learn***

- Offers instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high schools).
- Has a teacher-to-student ratio consistent with those of other subject areas and/or classrooms.
- Provides facilities to implement the curriculum for the number of students served.
- Maintains and has enough functional equipment for each student to actively participate.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities and skill levels.

\*Physical education classes are not to be and should not be used as an arena for interscholastic practices. This is not only unethical, but also does not give credibility to the purposes and goals of the physical education curriculum.

## Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

### ***Michigan Physical Education Content Standards (2007)***

#### ***A physically educated person:***

- |   |  |
|---|--|
| 1. Motor Skills                         | demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.                                      |
| 2. Cognitive Concepts                   | demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. |
| 3. Motor Skills                         | participates regularly in lifelong physical activity.  |
| 4. Physical Fitness                     | achieves and maintains a health-enhancing level of physical fitness.   |
| 5. Personal and Social Character Traits | exhibits responsible personal and social behavior that respects self and others in physical activity settings.   |
| 6. Personal and Social Character Traits | values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.   |

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand.

## Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the next page. The skills and content addressed in these expectations will, in practice, be woven together into a coherent Physical Education curriculum. Beyond the Physical Education curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade level, and expectation number. For example, M.MC.01.01 indicates:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 01** - First Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 Personal/Social Behaviors and Values (B)
Domains			
<ul style="list-style-type: none"> <li>- Movement Concepts (MC) <ul style="list-style-type: none"> <li>• Space Awareness</li> <li>• Effort</li> <li>• Relationships</li> </ul> </li> <li>- Motor Skills (MS) <ul style="list-style-type: none"> <li>• Non-Manipulative</li> <li>• Locomotor</li> <li>• Manipulative</li> </ul> </li> <li>- Aquatics (AQ)</li> <li>- Outdoor Pursuits (OP)</li> <li>- Target Games (TG)</li> <li>- Invasion Games (IG)</li> <li>- Net/Wall Games (NG)</li> <li>- Striking/Fielding Games (SG)</li> <li>- Rhythmic Activities (RA)</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback (FB)</li> <li>- Movement Concepts (MC) <ul style="list-style-type: none"> <li>• Space Awareness</li> <li>• Effort</li> <li>• Relationships</li> </ul> </li> <li>- Motor Skills (MS) <ul style="list-style-type: none"> <li>• Non-Manipulative</li> <li>• Locomotor</li> <li>• Manipulative</li> </ul> </li> <li>- Aquatics (AQ)</li> <li>- Outdoor Pursuits (OP)</li> <li>- Target Games (TG)</li> <li>- Invasion Games (IG)</li> <li>- Net/Wall Games (NG)</li> <li>- Striking/Fielding Games (SG)</li> <li>- Rhythmic Activities (RA)</li> <li>- Health-Related Fitness (HR)</li> <li>- Physical Activity and Nutrition (AN)</li> <li>- Personal/Social Behaviors (PS)</li> <li>- Regular Participation (RP)</li> <li>- Social Benefits (SB)</li> <li>- Individual Differences (ID)</li> <li>- Feelings (FE)</li> </ul>	<ul style="list-style-type: none"> <li>- Participation During Physical Education (PE)</li> <li>- Participation Outside of Physical Education (PA)</li> <li>- Health-Related Fitness (HR)</li> <li>- Physical Activity and Nutrition (AN)</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback (FB)</li> <li>- Personal/Social Behaviors (PS)</li> <li>- Regular Participation (RP)</li> <li>- Social Benefits (SB)</li> <li>- Individual Differences (ID)</li> <li>- Feelings (FE)</li> </ul>
<b>It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.</b>			

MOTOR SKILLS AND MOVEMENT PATTERNS	Movement Concepts
	<p><b>Space Awareness</b></p> <p><i>Students will...</i></p> <p><b>M.MC.06.01</b> demonstrate mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw, overhead throw) in modified, dynamic settings.</p>
	<p><b>Motor Skills</b></p> <p><b>Manipulative</b></p> <p><i>Students will...</i></p> <p><b>M.MS.06.04</b> demonstrate elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and an implement in controlled settings.</p> <p><b>M.MS.06.05</b> demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.</p> <p><b>M.MS.06.06</b> perform a four-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in controlled settings.</p>
	<p><b>*Aquatics</b></p> <p><i>Students will...</i></p> <p><b>M.AQ.06.01</b> demonstrate selected elements of mature form for the basic aquatic skills of front crawl and backstroke in controlled settings.</p> <p><b>M.AQ.06.02</b> demonstrate selected elements of mature form of safe water entry by jumping into shallow water in controlled settings.</p> <p><b>M.AQ.06.07</b> demonstrate selected elements of how to assist a distressed swimmer in isolated settings.</p> <p><b>M.AQ.06.08</b> demonstrate selected elements of how to get help and how to assist a choking victim in isolated settings.</p> <p><small>*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.</small></p>
	<p><b>Outdoor Pursuits</b></p> <p><i>Students will...</i></p> <p><b>M.OP.06.02</b> demonstrate select elements of mature form in balancing, turning, swinging, pushing, pulling, throwing, manipulation, or appropriate motor skills when using equipment and/or accessories related to selected land or water-based outdoor pursuits in controlled settings.</p>

**M.OP.06.03** demonstrate ability to select clothing and/or equipment appropriate to outdoor pursuits and outdoor conditions in controlled settings.

**M.OP.06.04** demonstrate ability to safely manipulate or use equipment and/or accessories related to selected outdoor pursuits in controlled settings.

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## Target Games

### *Students will...*

**M.TG.06.01** demonstrate selected elements of mature form of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position, etc.) during modified, unopposed target games.

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## Invasion Games

### *Students will...*

**M.IG.06.01** demonstrate selected elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

**M.IG.06.02** demonstrate selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

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## Net/Wall Games

### *Students will...*

**M.NG.06.01** demonstrate selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

**M.NG.06.02** demonstrate selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

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## Striking/Fielding Games

### *Students will...*

**M.SG.06.01** demonstrate selected use of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to the next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5, etc.).

<b>CONTENT KNOWLEDGE</b>	<b>Rhythmic Activities</b> <i>Students will...</i> <b>M.RA.06.01</b> demonstrate two rhythms, simultaneously, in two different parts of the body.
	<b>Feedback</b> <i>Students will...</i> <b>K.FB.06.01</b> describe how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in controlled settings.
	<b>Movement Concepts</b> <i>Students will...</i> <b>M.MC.06.01</b> apply knowledge of mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings. <b>K.MC.06.03</b> apply knowledge of movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in controlled settings.
	<b>Motor Skills</b> <i>Students will...</i> <b>K.MS.06.05</b> apply knowledge of movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) in controlled settings.
	<b>*Aquatics</b> <i>Students will...</i> <b>K.AQ.06.01</b> apply knowledge of critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings. <b>K.AQ.06.02</b> apply knowledge of critical elements of safe water entry and exit in isolated settings. <b>K.AQ.06.03</b> apply knowledge of critical elements of assisting a distressed swimmer in isolated settings. <b>K.AQ.06.04</b> apply knowledge of critical elements of assisting a choking victim in controlled settings. <b>K.AQ.06.05</b> apply knowledge of critical elements of how to get help in simulated emergency practice in isolated settings.  <p>*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.</p>

## Outdoor Pursuits

### *Students will...*

**K.OP.06.01** apply knowledge of selected aspects of the seven principles of Leave No Trace (Adult version) in controlled settings.

**K.OP.06.02** describe selected aspects of the nomenclatures of equipment and/or accessories associated with land or water-based outdoor pursuits in controlled settings.

**K.OP.06.03** distinguish between the function of equipment and/or accessories associated with selected land or water-based outdoor pursuits.

**K.OP.06.04** apply knowledge of safety features of land or water-based outdoor pursuits in controlled settings.

**K.OP.06.05** identify selected elements of decision-making skills related to engaging in outdoor pursuits.

**K.OP.06.06** identify governmental, non-profit, and/or private areas used for outdoor pursuits.

**K.OP.06.07** describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits.

**K.OP.06.08** apply knowledge of Leave No Trace principles while participating in selected outdoor pursuits in isolated settings.

**K.OP.06.09** apply knowledge of safety and decision-making skills while participating in selected outdoor pursuits in isolated settings.

**K.OP.06.10** identify several key behaviors which exemplify safe outdoor practices and/or decision-making skills in controlled settings.

## Target Games

### *Students will...*

**K.TG.06.01** describe selected elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, unopposed target games.

## Invasion Games

### *Students will...*

**K.IG.06.01** describe selected elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

**K.IG.06.02** identify selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).



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## Net/Wall Games

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### *Students will...*

**K.NG.06.01** distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

**K.NG.06.02** distinguish among selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

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## Striking/Fielding Games

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### *Students will...*

**K.SG.06.01** describe selected elements of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5, etc.).

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## Rhythmic Activities

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### *Students will...*

**K.RA.06.01** integrate rhythmic formations, positions, and steps with a partner or group in a rhythmic activity.

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## Participation Inside/Outside of Physical Education

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### *Students will...*

**K.PA.06.01** compare and contrast physical activities for intensity and skill level.

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## Health-Related Fitness

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### *Students will...*

**K.HR.06.02** use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).

**K.HR.06.03** use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).

**K.HR.06.04** use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

**K.HR.06.05** use the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

**K.HR.06.06** identify a plan for improving or maintaining their own health-related fitness status with assistance from the teacher.

**K.HR.06.07** understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.

**K.HR.06.08** understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).

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## **Physical Activity and Nutrition**

### ***Students will...***

**K.AN.06.01** discuss the effects of physical activity and nutrition on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).

**K.AN.06.02** use the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.

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## **Personal/Social Behaviors**

### ***Students will...***

**K.PS.06.01** explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

**K.PS.06.02** explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

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## **Regular Participation**

### ***Students will...***

**K.RP.06.01** choose to participate in activities that are personally challenging in controlled settings.

**K.RP.06.02** explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.

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## **Social Benefits**

### ***Students will...***

**K.SB.06.01** use physical activity as a positive opportunity for social interaction in controlled settings.

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## **Individual Differences**

### ***Students will...***

**K.ID.06.01** choose to participate with students of varying skill and fitness levels in dynamic settings.

	<p><b>K.ID.06.02</b> understand differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.</p> <p><b>K.ID.06.03</b> choose to participate in activities that allow for self-expression in controlled settings.</p>
<b>FITNESS AND PHYSICAL ACTIVITY</b>	<p><b>Feelings</b></p> <hr/> <p><i>Students will...</i></p> <p><b>K.FE.06.01</b> identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.</p>
	<p><b>Participation During Physical Education</b></p> <hr/> <p><i>Students will...</i></p> <p><b>A.PE.06.01</b> participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities inside physical education.</p>
	<p><b>Participation Outside of Physical Education</b></p> <hr/> <p><i>Students will...</i></p> <p><b>A.PA.06.01</b> accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.</p>
	<p><b>Health-Related Fitness</b></p> <hr/> <p><i>Students will...</i></p> <p><b>A.HR.06.02</b> meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).</p> <p><b>A.HR.06.03</b> meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).</p> <p><b>A.HR.06.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).</p> <p><b>A.HR.06.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).</p> <p><b>A.HR.06.06</b> identify a plan for improving or maintaining their health-related fitness status with assistance from the teacher.</p>

**A.HR.06.07** self-assess their own health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.

**A.HR.06.08** identify the principles of training (frequency, intensity, type, time, overload, specificity).

### **Physical Activity and Nutrition**

*Students will...*

**A.AN.06.01** discuss the effects of physical activity and nutrition on the body (e.g., food as fuel, helps build and maintain bones, muscles, and joints, reduces feelings of depression and anxiety, reduces risk of some chronic diseases, provides nutrients vital for health and maintenance of body, reduces the risk of low bone mass, etc.).

**A.AN.06.02** apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.

### **PERSONAL/ SOCIAL BEHAVIORS AND VALUES**

#### **Feedback**

*Students will...*

**B.FB.06.01** describe how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.

### **Personal/Social Behaviors**

*Students will...*

**B.PS.06.01** exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

**B.PS.06.02** exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

### **Regular Participation**

*Students will...*

**B.RP.06.01** choose to participate in activities that are personally challenging in controlled settings.

**B.RP.06.02** choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.

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## **Social Benefits**

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### ***Students will...***

**B.SB.06.01** recognize physical activity as a positive opportunity for social interaction in controlled settings.

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## **Individual Differences**

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### ***Students will...***

**B.ID.06.01** participate with students of varying skill and fitness levels in controlled settings.

**B.ID.06.02** accept differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills in controlled settings.

**B.ID.06.03** choose to participate in activities that allow for self-expression in controlled settings.

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## **Feelings**

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### ***Students will...***

**B.FE.06.01** identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance in controlled settings.

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### Academic Review

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**Nicki Flinn**, *Owosso Public Schools*

**Heidi Harris**, *University of Michigan*

**Thomas R. Johnson**, *Albion College*

**Joyce Krause**, *Wayne State University*

**Suzanna Rocco Dillon**, *Wayne State University*

**Bo Shen**, *Wayne State University*

**Ann-Catherine Sullivan**, *Saginaw Valley State University*

**Cheryl Teeters**, *Northern Michigan University*

**Amy Vertalka**, *Owosso Public Schools*

**Patricia Van Volkinburg**, *University of Michigan*

### Internal Review

**Mary Ann Chartrand**, *Michigan Department of Education*

**Kyle Guerrant**, *Michigan Department of Education*



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